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ABSTRACT

This elective course in world studies for grades 10 through 12 written as part of a total effort to revise curriculum to fit the five quinmester nine-week time periods for administrative organization of schools, provides an inductive analysis of the concept of totalitarianism. The student, given source material, primary information, and textual data will conceptualize a series of generalizations and will arrive at a comprehensive and applicable concept of totalitarianism. Since this course is designed to analyze and evaluate totalitarian systems generally, it should contribute to a healthier and more sensitive understanding of democratic systems. Units are structured on nine generalizations as described by Howard D. Mehlinger and conclude with an applicable definition of totalitarianism which may be compared with any previous or existing political system. Related documents are SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/AWW)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

Social Studies: TOTALITARIANISM IN THE 20TH CENTURY 6448.21
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DIVISION OF INSTRUCTION • 1971

SOCIAL STUDIES

TOTALITARIANISM IN THE 20TH CENTURY

by

Peggy M. Bartlett

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g. pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to, Social Studies, Room 306 Lindsey Hopkins.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: TOTALITARIANISM IS AN INDUCTIVE ANALYSIS OF THE CONCEPT OF TOTALITARIANISM. GIVEN SOURCE MATERIAL, PRIMARY INFORMATION, AND TEXTUAL DATA, THE STUDENT WILL CONCEPTUALIZE A SERIES OF GENERALIZATIONS AND WILL ARRIVE AT A COMPREHENSIVE AND APPLICABLE CONCEPT OF TOTALITARIANISM.

CLUSTER: World Studies
GRADE LEVEL: 10-12
COURSE STATUS: Elective
INDICATORS OF SUCCESS:

COURSE RATIONALE: This course is designed to analyze and evaluate totalitarian systems generally, and in so doing should contribute to a healthier and more sensitive understanding of democratic systems.

COURSE GOALS:

1. THE STUDENT WILL DEMONSTRATE AN AWARENESS THAT PEOPLE IN TOTALITARIAN SYSTEMS HAVE THE SAME HOPES, PROBLEMS AND FEARS THAT WE DO. IT IS THE WAY TOTALITARIANISM TREATS THESE HOPES, PROBLEMS, AND FEARS THAT MAKES THEM DIFFERENT.

2. THE STUDENT WILL EXAMINE HIS OWN VALUES ON CITIZENSHIP.

3. THE STUDENT WILL IDENTIFY THE PROBLEM OF INDIVIDUAL FREEDOM VERSUS PUBLIC CONTROL AND DISTINGUISH NATION'S ATTITUDES TOWARD AND TREATMENT OF THE RELATIONSHIP BETWEEN FREEDOM AND CONTROL.

4. THE STUDENT WILL RELATE VARYING DEGREES OF ECONOMIC CONTROL WITH THE NATURE OF A GIVEN POLITICAL SYSTEM.

5. THE STUDENT WILL ANALYZE POLITICAL PARTIES IN RELATION TO THE AMOUNT OF FREEDOM IN A GIVEN SOCIETY.

6. THE STUDENT WILL APPLY THE TERM "IDEOLOGY" TO VARIOUS POLITICAL SYSTEMS AND ACCOUNT FOR ITS DEGREE OF IMPORTANCE.

7. THE STUDENT WILL DESCRIBE THE BEHAVIOR OF A NATION'S CITIZENS AS DEPENDENT UPON THE AMOUNT OF CONTROL A GOVERNMENT EXHIBITS.

8. THE STUDENT WILL TRACE THE DEVELOPMENT OF SELECTED TOTALITARIAN STATES ENCOMPASSING THE IDEOLOGY, LEVEL OF ECONOMIC DEVELOPMENT, AND THE DEGREE OF DEMOCRATIC EXPERIENCE.

9. THE STUDENT WILL DETERMINE AN ACCURATE DEFINITION OF A TOTALITARIAN STATE AND APPLY THIS DEFINITION TO NATIONS OF TODAY.

COURSE CONTENT OUTLINE:

Totalitarianism is structured on nine generalizations as described by Howard D. Mehlinger, The Study of Totalitarianism, An Inductive Approach, concluding with an applicable definition of totalitarianism which may be compared with any previous or existing political system.

Generalization 1: The nature of the political system which will evolve in any nation depends in part upon the values held by its citizens.

Generalization 2: All societies cope with the problem of individual freedom versus public control. No contemporary society can be judged to be either completely free or completely totalitarian. Nevertheless, nations differ markedly and significantly in their attitudes toward and treatment of the relationship between freedom and control: these differences form identifiable but rather loosely defined and fluctuating patterns.

Generalization 3: Totalitarian regimes depend upon a command mechanism to run their economic systems.

Generalization 4: Totalitarian states are characterized by single party systems. Party membership is limited to those who are willing to be unquestionably loyal to the party leaders. Party interest and control encompass all aspects of the society.

Generalization 5: Totalitarian systems tend to fall to the control of single leaders. These leaders are then made out to be almost superhuman.

Generalization 6: Totalitarian regimes are characterized by a commitment to a specific ideology. The ideology serves the state by defining the past, explaining the present, and predicting the future. It establishes guidelines for remolding society in the image held by the rulers. To the degree that the ideology is accepted by the mass of population, it can inspire dedication and loyalty to the regime.

Generalization 7: A totalitarian state seeks to subordinate all social institutions to the control of the state and thereby removes all possible challengers to its control. No human activity is without interest to totalitarian rulers. To control the behavior of its citizens, totalitarian regimes recognize no limits to the means which may be employed to achieve their ends.

COURSE CONTENT OUTLINE (Continued)

Generalization 8: The type of totalitarianism which develops in a country is conditioned primarily by that nation's unique historical experience. The nature of the ideology, the level of economic development, and the degree of democratic experience are significant factors in explaining the origins and development of any totalitarian state.

Generalization 9: Totalitarianism is a political, social and economic system which uses any means available to subject the individual to the goals and leadership of the state.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Generalization 1 The nature of the political system which will evolve in any nation depends in part upon the values held by its citizens. (Suggested time: 3-5 class periods)	A. The students shall be willing to explore each others values, attitudes, and opinions and be amenable to flexibility or change.	1. Through class discussion, the teacher can help the student arrive at an acceptable definition of "value." 2. Ask the class to list what they believe to be basic American values. These may be written on the board by the teacher and in their notebooks by the students. 3. Ask "how" and "why" these values have been decided upon. Investigate influences on the choice of values and construct a thought process for the decision. Suggested question sequence: a. In choosing something to value, what are your alternatives? b. Why do you cherish something? c. What effect does this value have on your life style? Does it cause you to do or not do certain things? for example: choosing--prizing--acting (from alternatives) (using the values in a life pattern) (cherishing) use in-put, out-put diagrams of varying types. 4. Examine all influences on "choosing" and discuss.
	B. The student will compare the values of totalitarian leaders with a previously agreed upon list of basic American values.	1. Distribute reading: Value statements of Totalitarian Leaders: Mussolini, Hitler, Stalin, Mao Tse-tung, (Mehlinger, pgs. 13-16.) 2. Students are to read and decide what values it contains.
	C. The student will speculate about the possible implications of values for a political system.	1. After identifying values reflected in the quotations and comparing them to the list of American values, class is to speculate on the types of policies that could emerge if a society adopted the values stated by the leaders of the totalitarian states.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Suggested question sequence: a. What types of policies would Fascist Italy have if the society adopted the values of Mussolini? What were Mussolini's values and his opinion of the state? Policies of Germany using the values of Hitler? Policies of U.S.S.R. using the values of Stalin? Policies of Red China using the values of Mao Tse-tung? b. How do the policies of the U.S. reflect its citizens' values? What is important to America? c. State some major differences in values of democratic and totalitarian nations.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Generalization 2 All societies cope with the problem of individual freedom versus public control. No contemporary society can be judged to be either completely free or completely totalitarian. Nevertheless, nations differ markedly and significantly in their attitudes toward and treatment of the relationship between freedom and control; these differences form identifiable but rather loosely defined and fluctuating patterns. Note: Student should experience the difficulties inherent in model building and realize they are useful for analytical purposes but do not replace the real world.	A. The student will diagram different forms of government control ranging from anarchy to totalitarianism on a continuum.	1. Using graph #1, p. 19-20 of Mehlinger's Totalitarianism. (A society in which the individual is free of external control.) (A society in which the individual is totally controlled by external sources of power.) 1 / 2 / 3 / 4 / 5 / 6 / 2. Allow students 20-30 minutes to classify each statement, indicating that there are no final responses to these statements. 3. Ask individual student to then read their answers and reach a class consensus. 4. Alternate suggested procedure: Divide class into 6 discussion groups. After the statements have been distributed, assign each group one category to prepare for a group report. 5. Student should prepare 6 captions under which they can group all statements with identical numbers. Students should not use names of nations, or other descriptive nouns. Suggested categories: (1) Anarchy (2) Ideal democratic society (3) Contemporary democratic societies (4) Democratic society undergoing crisis: e.g., war, depression (5) dictatorship (6) model of totalitarian society

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
TIME: 3-4 class periods	B. The students will determine through the use of a model, that there are degrees of freedom available to citizens in different societies participating in the same basic social activities.	1. By emphasizing the range between freedom and authority, lead students into a statement of generalization. Suggested questions: a. What characteristics of the statements (activity 5, above) listed made you put them in a group? Any underlying theme for classification? b. Describe living conditions in each of these six categories. c. Compare the attitudes of these six governments on freedom and control. 2. Have students write a paragraph titled "Freedom and Control in today's world." As the paragraphs are shared, try to arrive at a generalization related to the objective. 3. Have students role play or otherwise defend the different viewpoints on the diagram related to a school or current issue, e.g. Whether students should be permitted to leave class for a smoke.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Generalization 3 Totalitarian regimes depend upon a command mechanism to run their economic systems.	A. Students should be able to place selected nations on a graph or continuum of the 3 basic forms of economy: tradition, command, and market.	1. Review with students the basic principles of economics by bit-lecturing, exchange of ideas with students, or by using a programmed transparency of a continuum, e.g., pure market economy ——— pure command economy U.S. ——— U.S.S.R.
		2. Students could identify nations throughout history which might fall somewhere on this continuum.
	B. Students will express in class discussion relationships between a command economy and totalitarianism, given excerpts from "Animal Farm."	1. Using Mehlinger's excerpts from "Animal Farm," p. 29-36, allow students to read while considering outline questions in the reading. appr. 20 minutes. a. Who decided the goals of Animal Farm's economy? b. Who decided how resources would be allocated in order to achieve this goal? c. What did the animals sacrifice to achieve the goal? Why did the animals make these sacrifices? d. What features reveal that "Animal Farm" had a command economy? e. Would the mill have been completed without a command mechanism? Would it have been completed as soon? Did the command mechanism affect the quality of the windmill? f. What rewards did the animals receive? 2. Using guide questions in reading discuss in class, allowing for discussion of major points. Allow students to draw relationships between a command economic system and totalitarian regimes as the discussion continues. 3. By giving examples from "Animal Farm" the students should formulate generalization #3.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
TIME: 3-5 class periods		4. Suggested outside reading: Animal Farm, George Orwell 5. Debate: The most efficient and best economic system is a command economy.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Generalization 4 Totalitarian states are characterized by single party political systems. Party membership is limited to those who are willing to be unquestionably loyal to the party leaders. Party interest and control encompass all aspects of the society.	A. Students will list the functions of the Communist Party and characteristics of party members, given a skit concerning a hypothetical communist party meeting.	1. Teacher will guide students in a discussion of "functions" and arrive at a definition which can be used in regard to party systems. 2. Choose 6 boys to perform in playlet, "The Professionals." Mehlinger, p. 40-48, and assign parts several days in advance. Allow 6 students to meet in a part of previous class period to rehearse. 3. While students are presenting the playlet, the remaining class members should take notes keeping in mind the term "functions" as previously defined. 4. When the skit is over, make a list on the blackboard or overhead transparency of the functions students have assigned to the party and characteristics of party members. 5. Additional readings may be assigned--excerpts from a. "Nikolai Lenin, Organizer of Revolution" (from Lenin by David Shub), The USSR And Communism: Source Readings & Interpretations b. "Lenin as the Architect of the Russian Revolution" (from The Hero In History by Sidney Hook), in 32 Problems in World History ed. Fenton, Scott, Foresman and Company, Chicago 1964 c. "Organization and Program of the Nazi Party" (from Rise and Fall of 3rd Reich by Wm. Shirer) 32 Problems in World History
	B. Students will draw comparisons between functions of the American political parties and Soviet Communist Party	1. In class, or as homework, have the students list the functions of American political parties and characteristics of party members as previously done for the Communist Party.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	and reflect, in class discussion, on the different demands placed on party members in totalitarian states and in the U.S.	2. Using the blackboard or overhead transparency, list the class consensus for American political parties (having retained the list for the Communist Party). 3. Through guided discussion, help the students compare the lists, emphasizing the demands made on the members and eventually arriving at generalization #4. Suggested question sequence: a. To what degree do political parties assume functions in totalitarian states normally conducted by nonpolitical organizations in the U.S.? b. What differences in party functions stem from the fact that our system is based on competition between 2 major parties while totalitarian states have only one party? c. Why do American parties welcome all citizens as members and demand little of them while totalitarian parties are very restrictive in membership and demand much of their members? d. What advantages and/or disadvantages can you see in each system?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Generalization 5 Totalitarian systems tend to fall to the control of single leaders. These leaders are then made out to be almost super-human.	A. Student will explain in class discussion, the cults or mychs that arise about the leadership in a totalitarian state, using examples of past leaders.	1. Display on a blackboard or overhead projector, quotations about Hitler and Stalin, Mehlinger, p. 52-54. 2. Allow the students to read the statements and then decide what characteristics and achievements are attributed to the two leaders. The students should point out the similarities between the two men. 3. Read the students passages from 1984 and ask them to compare the description of Big Brother with quotations about Stalin and Hitler. (Describe the characters and role of Big Brother, Stalin, and Hitler.)
	B. Students will discuss the types of images leaders have as a result of the influence of mass media, and how incidences can alter that image to be either detrimental or beneficial to the leader.	1. Students could further compare statements about totalitarian leaders with leaders in a democratic system. e.g., President of U.S. Suggested question sequence: a. Would statements such as those about Stalin and Hitler appear about the President of the U.S.? b. How is the President of the U.S. regarded by members of his own party before he is chosen at the national convention? When he is a candidate? After he is elected president? c. What kinds of images have American presidents had for the general public? (Here students might consider figures such as Washington or Lincoln, or more recently, Kennedy, Johnson, or Nixon.) d. How do their images differ from those of totalitarian leaders? 2. Teacher may show political cartoons which reveal the President or other political leaders in a humorous way. Would this be allowed in a totalitarian state? What do the cartoons represent about the opportunity to criticize leaders in the U.S.? What <u>should</u> be the limits, if any, of allowable criticism of a U.S. President?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Discuss the expanded power of war-time presidents in the U.S. and the implications there of, e.g., Lincoln, F.D.R. Why are many of our most revered presidents war presidents?
	C. Students will formulate descriptions of leaders in totalitarian states, using examples.	1. Through discussion, students should propose generalizations about totalitarian leaders. (Describe role and responsibilities of totalitarian leaders to make a statement describing their image.) Suggested films for additional material: a. Screen News Digest, Vol. 4., Is. 5 - Decline and Fall of Joseph Stalin, 28'BW b. Minister of Hate 27'BW c. Rise of Adolf Hitler, 28'BW d. Screen News Digest, Vol. 8., Is. 5 - Fidel Castro, 14' BW e. Screen News Digest, Vol. 8., Is. 8 - Philosophies of Mao Tse-tung, 16'BW
TIME: 1-4 class periods		2. Have individuals or groups locate information to report to the class on totalitarian leaders--their roles and images within their nations. Examples: D uvalier, Castro, Mao tse Tung, Tito, Stroessner (Paraguay), Kosygin, Franco. Generalizations should develop from a comparison of the results.
		3. Assign research papers on current "super-stars" of totalitarian regimes, e.g., Lenin, Mao, Castro--who still maintain a heroic image.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Generalization 6 Totalitarian regimes are characterized by a commitment to a specific ideology. The ideology serves the state by defining the past, explaining the present, and predicting the future. It establishes guidelines for remolding society in the image held by the rulers. To the degree that the ideology is accepted by the mass of the population, it can inspire dedication and loyalty to the regime.	A. Students will discuss the term "ideology" and arrive at a working definition.	1. Have students read a "Letter from a Young _____," Mehlinger, p. 58-59. The students should try to guess the author's identity by association (occupation). When students think they hav identified him, they should fill in the blanks with terms appro priate to their identification. 2. When the class has finished, ask individual students to tell yo the choices they have made and write them on the blackboard. 3. Tell class the author is an American and allow the students to change the labels. 4. Tell class the author is a Communist and give them all correct answers. 5. List on the blackboard the adjectives which students believe describe the author and discuss the characteristics as applicable to a Christian or a Communist.
	B. Students will illustrate the actions of totalitarian ideologies in regard to its purposes and functions in the state.	1. In discussion, students should compare theology and ideology an ask: "What advantages would totalitarian regimes gain if all their citizens were as committed to a specific ideology as this young Communist is to his?" Students could then generalize as to the purpose of ideology in a totalitarian regime.
	C. Students will trace the development of Communist ideology from the early utopians, through Karl Marx and Lenin and list important contributions of each.	1. Teacher may augment this generalization by tracing the development of Communist ideology from the early utopians through Marxism-Leninism. (using lecture or bit-lecturing/discussion) Suggested resources: Plato, Republic St. Augustine, City of God More, Utopia Marx, Communist Manifesto Ebenstein, Today's Isms Marx, Das Kapital

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
TIME: 2-5 class periods		2. Show Film: a. Lenin and Trotsky, 27'BW b. Discuss the ideology reflected in the film and the degree to which it was accepted by the populace.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Generalization 7		
A totalitarian state seeks to subordinate all social institutions to the control of the state and thereby removes all possible challengers to its control. No human activity is without interest to totalitarian rulers. To control the behavior of its citizens, totalitarian regimes recognize no limits to the means which may be employed to achieve their ends.	A. Students will be willing to use themselves as examples of being "duped" by controlled information.	1. This generalization is based upon an incident which you can stage in cooperation with 4 students, a teacher in an adjoining classroom, and the administration. Participants must be carefully briefed in advance. Hypothetical incident (Mehlinger, p. 61-65). Have materials to distribute to class which will occupy them for 20 minutes while incident occurs. (Incident involves students coming in late to class, describing a fight that happened during change of classes, making the class believe that it really happened.) 2. After the incident, ask student to answer the prepared set of questions listed on p. 62. 3. Students will pass their answers to the front student of each row and teacher will tabulate on board. Ideally a majority of students have been fooled and will believe a fight has taken place.
NOTE: Generalization 7: subdivided A,B,C, D--objectives and learning procedures. A. Totalitarian systems attempt and succeed to a degree--to direct behavior and thoughts of their citizens by maintaining control over all sources of information.	B. Students will determine through classroom incident, how rulers or persons can control evidence and thus control sources of information.	1. Discuss the incident, pointing out to students that the only information available is that which you choose to make available. Relate this to information available to citizens in a totalitarian state. Suggested question sequence: a. How might totalitarian rulers control evidence? b. What sources of information would have to be controlled? (Books, magazines, films, television, radio, newspapers, billboards, and many others.) c. What is likely to happen if one hears only the opinions and facts supplied by his political leaders? d. Why would students in a totalitarian state be less likely to have fallen for this incident than you were? (Students in a democracy except to hear the truth and are probably taken in more quickly than those who are used to coping with falsehood.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Discuss government-controlled press, radio and television; possibly bring in "confessions" of purge trials of U.S.S.R. in the 1930's as examples of controlled information. (lecture: Purge Trials of 1930's in U.S.S.R.) 3. Suggested films: a. Minister of Hate, 27'BW b. Stalin, Josef V., 26'BW 4. Suggested individual reports: a. Stalin's rewriting of Soviet Textbooks b. Socialist realism in art, music, literature c. Pasternak d. Solzhenitzen e. Religion in USSR f. Lysenko and Soviet genetics g. Role of the family in Russia h. Role of the family in Nazi Germany
TIME: 1-3 class periods 12		
B. A Totalitarian state seeks to force conformity on its citizens and subordinate all human activity to its control.	Students will: A. Discuss the results of control exerted on citizens in a totalitarian state. B. Contrast the attitudes of democracy and totalitarian states towards cultural activities. C. List ways a totalitarian regime seeks to impose conformity and direct the personal lives of its citizens.	1. Give the students a reading of the trial of Josef Brodsky, a poet in the U.S.S.R. (Mehlinger, p. 69-78), or allow students to present it as a skit. Members of the class without roles could be asked to pass judgement on Brodsky at the end of the trial. 2. Trial may be used in several ways: a. Soviet Constitution guarantees a "right to work." But how is this right interpreted? b. How would class treat Brodsky if they were Soviet officials American jurists? c. Compare Brodsky's attitude with that found in "Letter to a Young _____" (generalization #6), (students could list in their notes the restrictions placed on a citizen's individuality in a totalitarian state).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
TIME: 1-2 class periods		d. What does the trial reveal about the degree of totalitarianism existing today in the U.S.S.R.? 3. Chapters 13 and 14 in the state adopted text, Comparative Political Systems contain useful readings on the right to dissent in the Soviet Union and the United States. (Readings 51 and 54.) 4. As a supplementary activity have an interested student read and report on "The Story of a Story or Fireman Prokhorchuk; from The Partisan Review, March-April 1961, pp. 515-518 (Vladimir Polyakov). (In The USSR and Communism: Source Readings and Interpretations) The selection is a satire on Soviet censorship.
C. Totalitarian regimes will use any technique-physical or psychological-to achieve absolute control over society.	A. Students will recognize that terror and a lack of "due process of law" characterize totalitarian "justice."	1. Have students read "A Village Trial," Mehlinger, p. 80-86, making sure they understand when the trial took place, why, and by what authority such trials were held. 2. Ask students to compare the landlord's trial with Brodsky's trial. Suggested question sequence: a. Students should recognize that the use of terror was a significant factor in the village trial and "due process of law" was largely ignored. And while the accused was charged with a specific crime, Liu believed that his principal guilt, so far as the judges were concerned, arose from his being a landlord. How was Liu forced to take part in the trial? Did he act from belief. persuasion, fear, or a combination of emotions? 3. Ask students if they can think of other examples in history when entire social classes or religious and ethnic groups have been executed. e.g., Christians in Rome, Jew in Nazi Germany, Spanish Inquisition.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. Students should be able to list safeguards in U.S. justice which prohibits these "trials" from occuring.	1. Lead discussion by asking what safeguards do we have in this country against these "trials." (Discuss U.S. "due process of law" either by lecture or hand-out.)
	C. Students should list the techniques used by totalitarian regimes which permit "miscarriages of justice."	1. Encourage students to assimilate from A,B, and C to recognize that totalitarian leaders seek to control all aspects of society through a variety of techniques. Suggested film: Village in China Today A, 17'C Possible outside reading: Anne Frank, Diary of a Young Girl (explore the purposes and methods of terror in a totalitarian regime.)
D. Mass manipulation, subordination of the individual, and group association, and the use of terror are all means toward an end. In the view of a totalitarian ruler any means can be justified if it moves society closer toward the professed goals.	A. Students will evaluate the problem of "ends" and "means" as it relates to a totalitarian achievement of a given goal.	1. Assign excerpt from "Darkness at Noon," Mehlinger p. 88-91. to be read in class or at home. 2. Ask: "What was the Soviet regime's overriding goal during the 1930's? Refer to statements made by Stalin in generalization #1. 3. Ask students to judge the consequences of Soviet policies, supposing they had been Soviet leaders in the 1930's. Suggested question sequence: a. Suppose also that Stalin's appraisal of the Soviet dilemma was accurate: "We are fifty or a hundred years behind the advanced countries. We must make good this distance in ten years. Either we do it or we shall be crushed." Given these assumptions, would your students have acted as Stalin did? (By 1945, the U.S.S.R. was second only to the U.S. in national power).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
24 TIME: 2-3 class periods		4. Discuss the consequences of Stalin's decision to industrialize rapidly. Ask students if they can think of any goal that is so worthy that it might justify any means to secure its achievement. Suggested question sequence: a. For example, does the goal of eliminating Communism, both at home and abroad, justify the use of any technique? b. What methods are permissible to resist Communism abroad? c. What means are justified to uncover subversion within the U.S.? 5. Student should summarize generalizations A, B, C, and D and show an understanding of the willingness of totalitarian leaders to use any technique to achieve a given goal. Suggested reading: Arthur Koestler, Darkness at Noon Suggested films: a. Mao Tse-tung, 26'BW b. Castro, Fidel, 26'BW

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Generalization 8 The type of totalitarianism which develops in a country is conditioned primarily by the nation's unique historical experience. The nature of the ideology, the level of economic development, and the degree of democratic experience are significant factors in explaining the origins and development of any totalitarian state.	A. Students will compare the political and economic conditions of Italy, Germany, Russia, and China prior to the establishment of totalitarian regimes.	1. Teacher shall divide the class into eight committees to report on economic and political conditions in Italy, Germany, the Soviet Union and China prior to the rise of the totalitarian regimes. Reports would cover: Italy 1919-25 Germany 1919-32 Russia 1914-24 China 1930's and 1940's Suggested resources: a. Germany <u>The Rise and Fall of the Third Reich</u>, Chapt. 2,3,4. b. Italy <u>Mussolini and Italian Fascism Bread and Wine</u>, Ignazio Silone c. China <u>Spotlight on Asia</u>, Chapt. 3,9,10. d. U.S.S.R. <u>How Russia is Ruled</u>, Chapt. 1. Reports should be carefully examined by the teacher before they are presented to the class. Each report should describe the specific conditions operating in the nation. 2. Political reports can be presented first, followed by class discussion. Consider these questions: a. What experience had the general public had in democratic government at the time the leader of the totalitarian regime seized power? b. How many political parties were active in the country? c. What was the strength of forces on the left? on the right? d. Why did some people want to restore the monarchy which had been powerful before the world war? 3. Class should formulate generalizations about political conditions common to all four countries. 4. Similar procedure for economic reports, bringing out differences between the Communist and Fascist experiences.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Questions for economic reports: a. What effect did war have on the economy of the country? b. How industrialized was the country before the war? Just after the war? c. Was the country advanced or underdeveloped in its economy prior to the establishment of a totalitarian regime? 6. Students may prepare reports on the psychological aspects of totalitarianism. i.e., a. Escape from Freedom, Eric Fromm b. The True Believer, Eric Hoffer
TIME: 4-6 class	B. Students should identify generalizations 1-7 at work in viewing the Twisted Cross.	1. Showing of the Twisted Cross should be in two class periods, devoting time to telling students what to look for in the film and a follow-up discussion. Part 1 Look for the economic and political conditions in Weimar Republic when Hitler came to power. The use of mass propaganda. Part 2 Note general characteristics of totalitarian regimes. Before the film is shown, the students should be asked to list the generalizations 1-7 in their notebooks and observe the generalizations at work in the film.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Generalization 9 Totalitarianism is a political, social, and economic system which uses any means available to subject the individual to the goals and leadership of the state. TIME: 1-5 class periods, or more, depending upon the use of the follow-up activity.	A. Students should formulate a working definition of totalitarianism.	1. Ask students to write their own definition of totalitarianism. It should be brief but contain the ideas of each generalization. Limit students to 2 or 3 sentences or a maximum of 50 words. 2. Collect definitions and divide class into several discussion groups. Allow 15-20 minutes for discussions in class for group reports (a definition of totalitarianism). 3. As each group reports, write the definition on the board. Try to lead class into a single definition of totalitarianism.
	B. Given a description of any nation state, the student will apply the definition of totalitarianism to that state.	1. In order to test the definition, assign a case study or a descriptive account of a contemporary nation-state, asking each student to write a paper in which he applies his model of totalitarianism to this nation-state. (e.g., Paraguay, Greece, Brazil, Cuba, Yugoslavia, Egypt----) 2. Suggested films: (in viewing films, students could make a list of examples of totalitarianism in practice) a. China: The Social Revolution, 17'C b. Communist China, 22'BW c. U.S.S.R.: Family of Tashkent (Life on a Collective Farm), 20'C d. Who Goes There? A Primer on Communism, Pt. 1. 27'BW e. Who Goes There? A Primer on Communism, Pt. 2. 27'BW f. Nightmare in Red, Pt. 1., 27'BW g. Nightmare in Red, Pt. 2., 27'BW 3. As a culminating activity, share the case studies in activity 1, above, and apply the nine generalizations.

MATERIALS:

I. Recommended basic textual and other materials: Howard D. Mehlinger, The Study of Totalitarianism, an Inductive Approach, National Council for the Social Studies, Bulletin Number 37, 1965, 102 pgs. The teacher must have a copy of this book.

II. Alternate student and class material:

A. Textual

B. Audio-Visual

Films:

1. Castro, Fidel, Wolper, 26'BW 1-31557
2. China: The Social Revolution, McGraw-Hill, 17'C 1-13047
3. Communist China, McGraw-Hill, 22'BW 1-31534
4. Lenin and Trotsky, McGraw-Hill, 27'BW 1-31465
5. Mao Tse-tung, Wolper, 26'BW 1-31554
6. Minister of Hate, McGraw-Hill, 27'BW 1-31040
7. Nightmare in Red, Pt.1., McGraw-Hill, 27'BW 1-31062
   Nightmare in Red, Pt. 2., McGraw-Hill, 27'BW 1-31063
8. Rise of Adolf Hitler, McGraw-Hill, 28'BW 1-31047
9. Screen News Digest, Vol.4., Is.5., (Decline and Fall of Joseph Stalin), Hearst Met, 28'BW 1-12676
10. Screen News Digest, Vol.8., Is, 5., (Fidel Castro), Hearst Met, 14'BW 1-12719
11. Screen News Digest, Vol.8., Is.8., (Philosophies of Mao Tse-tung), Hearst Met, 16'BW 1-12722
12. Stalin, Josef. V., Wolper, 26'BW 1-31574
13. Twisted Cross, P.1., McGraw-Hill, 28'BW 1-31051
    Twisted Cross, Pt.2., McGraw-Hill, 28'BW 1-31053
14. U.S.S.R.: Family of Tashkent (Life on a Collective Farm), Universal Ed., 20'C 1-13359
15. Village in China Today, A, McGraw-Hill, 17'C 1-12983
16. Who Goes There?, A Primer on Communism, Pt. 1., McGraw-Hill, 27'BW 1-31471
    Who Goes There?, A Primer on Communism, Pt. 2., McGraw-Hill, 27'BW 1-31473

(NOTE: Catalog numbers from Instructional Materials Catalog, Dade County Public Schools, Miami, Florida, and 1969 supplement.)

C. Other

D. Supplemental pupil resources:

1. Frank, Anne. The Diary of a Young Girl, tr. from the Dutch by B.M. Mooyart-Doubleday, New York: Doubleday, 1952.
2. Koestler, Arthur. Darkness At Noon, New York: The MacMillan Company, 1941.
3. Orwell, George. Animal Farm, New York: Harcourt, Brace and World, 1946.
4. Orwell, George. 1984, New York: Harcourt, Brace and World, 1949.

E. Suggested Resources:

1. Fainsod, Merle. How Russia is Ruled, Cambridge: Harvard University Press, 1963.
2. Fromm, Eric. Escape From Freedom, New York: Holt, Rinehart, and Winston, 1941.
3. Halperin, William S. Mussolini and Italian Fascism, Princeton, New Jersey: Anvil Books, D, Van Nostrand, Inc., 1964.
4. Hoffer, Eric. The True Believer, New York: Mentor Books, The New American Library of World Literature, Inc., 1961.
5. Raab, Earl. The Anatomy of Nazism, New York: Anti-Defamation League of B'nai B'rith, 1961.
6. Shirer, William L. Rise and Fall of the Third Reich: A History of Nazi Germany, New York: Simon and Schuster, 1960.
7. Silone, Ignazio. Bread and Wine, New York: Signet Book, The New American Library, 1959.
8. Wint, Guy, Spotlight on Asia, Baltimore, Penguin Books, Inc., 1959.
9. Rieber, A.J. and R.C. Nelson, ed. The USSR and Communism: Source Readings and Interpretations. Scott Foresman and Company, 1964.
10. Fenton Edwin, ed. Comparative Political Systems: An Inquiry Approach. New York: Holt, Rinehart and Winston, Inc., 1967.

III. Teacher Reference Material:

1. Barnett, A. Doak. China After Mao, Princeton, New Jersey: Princeton University Press, 1962.
2. Crankshaw, Edward. The New Cold War: Moscow V. Peking, Maryland: Penguin Books, 1963.
3. Daniels, Robert V. Marxism and Communism: Essential Readings, New York: Random House, 1965.
4. Draper, Theodore. Castroism, Theory and Practice, New York: Praeger, 1965.
5. Djilas, Milovan. Conversations with Stalin, tr. from the Serbo-Croat by Michael B. Petrovich. New York: Harcourt, 1962.
6. Ebenstein, William. Today's Isms: Communism, Fascism, Capitalism, Socialism, 4th ed., Englewood Cliffs, New Jersey: Prentice Hall, 1964.

7. Fremantle, Anne. Mao Tse-tung, An Anthology of his Writings, New York: Mentor Books.
8. Hunt, R.N. Carew. The Theory and Practice of Communism, Maryland: Penguin Books, 1966.
9. Laski, Harold Joseph. The Communist Manifesto, Karl Marx and Friedrich Engels, New York: Pantheon Books, 1967.
10. Marx, Karl. Das Kapital, ed. by Frederick Engels, New York: Modern Library, Random House, 1906.
11. More, Thomas. Utopia, ed. by edward Sutz, S.J., New Haven: Yale University Press, 1964.
12. Plato. Republic, ed. and trans, by I.A. Richards, Cambridge: Cambridge University Press, 1966.
13. Rubinstein, Alvin Z. Communist Political Systems, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.
14. Schapiro, Leonard. The Government and Politics of the Soviet Union New York: Random House, 1965.
15. St. Augustine. City of God, tr. by J.W. Wand, New York: Oxford University Press.

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